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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jennifer Blake, Executive Director Department of Special Education
David Cammarata, Director Special Education Related Service Supports

Meeting Date October 26, 2022

Subject Grant Proposal - WorkAbility 1 Program Grant - Special Education Department

Ask of the Board Adoption by the Board of Education of the District’s grant application/proposal for Workability 1 Grant (Project No. 088-03) to the California Department of Education, Special Education Division, in the amount of \$318,420.00 for fiscal year 2022-2023; delegation by the Board of Education of authority to the Superintendent to sign the Grant Award Notification (and related documents) accepting the Grant and its associated conditions on behalf of the District; and direction by the Board of Education to the Superintendent or designee to add the signed Grant Award Notification (and related documents, as appropriate) to this legislative file, for the period of July 1, 2022 through June 30, 2023, pursuant to the terms and conditions thereof, if any.

Background The WorkAbility I Program Grant (“Grant”) provides funding through the California Department of Education (“CDE”) for the District to provide Secondary Transition Services (Pre-Vocational, Vocational, Supplemental/Supported Employment Funding) to students with additional needs. The District has received this Grant each year for multiple years.

Discussion The Grant proposal for OUSD for the 2022-2023 fiscal year was submitted for funding as indicated in the chart below, but must be approved by the Board of Education.

Recipient	Grant’s Purpose	Duration	Amount
OUSD High Schools, Middle Schools, and the Young Adult Program	The grant provides funding to the Special Education Department to provide instructional services and support for employment and post-secondary education transition.	July 1, 2022- June 30, 2023	\$318,420.00

The Grant was submitted to CDE through an online portal. The District's grant proposal includes the following documents, which are attached hereto:

- 2022-23 Grant Funding Application (mistitled in the online portal as 2021-22 Grant Funding Application)
- 2022-23 INITIAL Budget Plan
- Annual Program Requirement Scores – 2021-22 (with full responses to questions on the following pages)

The written conditions on Grant funding will not be available until the Grant is awarded. However, they are expected to be similar to the 2021-22 conditions which are also attached hereto.

In addition to adopting the District's Grant proposal, the item would also delegate authority to the Superintendent to sign the Grant Award Notification (and related documents) accepting the Grant and its associated conditions on behalf of the District and would direct the Superintendent or designee to then add the signed Grant Award Notification (and related documents, as appropriate) to the legislative file so that there is a record of Grant receipt and the associated conditions.

Fiscal Impact

The total estimated revenue from the grant proposals is \$318,420.

Attachment(s)

- 2022-23 Grant Funding Application (mistitled in the online portal as 2021-22 Grant Funding Application)
- 2022-23 INITIAL Budget Plan
- Annual Program Requirement Scores – 2021-22 (with full responses to questions on the following pages)

OUSD Grants Management Face Sheet

<p>Title of Grant:</p> <p>Workability 1</p>	<p>Funding Cycle Dates:</p> <p>07-01-2022 to 06-30-2023</p>
<p>Grant's Fiscal Agent: (contact's name, address, phone number, email address)</p> <p>State of California</p> <p>1430 N Street Sacramento, Ca 95814-5901</p> <p>(510)879-5003</p> <p>Workability1@cde.ca.gov</p> <p>(916)327-0878</p>	<p>Grant Amount for Full Funding Cycle: \$318,420.00\$</p> <p>318,420.00\$</p>
<p>Funding Agency:</p> <p>California Department of Education</p>	<p>Grant Focus:</p> <p>Employment and Transition support services</p>
<p>List all School(s) or Department(s) to be Served:</p> <p>Department of Special Education, Bay Tech, Bret Harte, Castlemont, Claremont, Coliseum College Prep, Dewey, Edna Brewer, Elmhurst, Street Academy, Fremont, Frick, Greenleaf, Hillcrest, La Escuelita, Life, Madison Park, McClymonds, MetWest, Montera, Oakland High, Oakland International, Parker, Ralph Bunche, Roosevelt, Rudsdale, Skyline, Sojourner Truth, United for Success, Urban Promise Academy, West Oakland Middle, Westlake, Young Adult Program</p>	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant provides resources and personnel support to integrate work-readiness skills in the curriculum, conduct career- vocational assessments and pre-vocational skills workshops, and develop employment opportunities for students with disabilities.
<p>How will this grant be evaluated for impact upon student achievement?</p> <p>(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)</p>	<p>Program activities are centered on an Array of Services consistent with the California Education Code. All students served are recorded in the CDE Workability 1 database system, indicating services received, and work placements provided for the school year. Teachers are informed of these career awareness and employment development activities, which may be recorded in each student's IEP and, most specifically, Individual Transition Plan. WA1 also conducts follow-up study for those students who have exited the District to record their transition outcomes and provide referrals for additional services as needed.</p>
Does the grant require any resources from the school(s) or district? If so, describe.	Office/ classroom space for staff, technology resources to complete data input, office equipment, access to student records (AERIES/ SEIS), teacher participation and collaboration to connect with students and parents/ families, and to assist students in completing job-readiness activities and assignments.
<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p>	Services are supported by an OUSD funded grant
Will the proposed program take students out of the classroom for any portion of the school day?	Yes

(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Name/Title: David Cammarata, Special Education Related Service Supports Site: 975 Address: 915 54th St., Oakland, Ca 94608

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	David Cammarata	<i>David Cammarata</i>	9/12/22
Chief Academic Officer	Sondra Aguilera	<i>Sondra Aguilera</i>	9/27/2022

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Acting Superintendent	Sondra Aguilera	<i>Sondra Aguilera</i>	
President, Board of Education	Gary Yee	<i>Gary Yee</i>	

2021-22 Grant Funding Application – Page 1**Oakland USD (088-03)**[PAGE 1](#) | [Page 2](#) | [Help](#)**This report was accepted by CDE on 6/29/2022 and can no longer be edited.****NOTE:** As the recipient of a middle school grant, please include high school and middle school information on this report.Grantee Name **Oakland Unified School District**Project Name **Oakland USD**Project Number **088-03**Phone Fax **Project Address**Street Address City, State, Zip **Grantee Address**Street Address City, State, Zip

Please check the agency that receives and distributes your WorkAbility funds. This LEA is a:

 COE District DJJ NPS ROC/P SELPA SSS**WAI Grant Contact**The 2021-22 Grant Contact can only be changed through the [Project Information section](#)

Name David Cammarata

Title Phone Summer Phone Fax Email Will there be a different Grant Contact for 2022-23? No Yes**Counties EXPECTED to Serve**

- Alameda
- Alpine
- Amador
- Butte
- Calaveras
- Colusa
- Contra Costa
- Del Norte
- El Dorado
- Fresno
- Glenn
- Humboldt
- Imperial
- Inyo
- Kern
- Kings
- Lake
- Lassen
- Los Angeles
- Madera
- Marin
- Mariposa
- Mendocino
- Merced
- Modoc
- Mono
- Monterey
- Napa
- Nevada
- Orange
- Placer
- Plumas
- Riverside
- Sacramento
- San Benito
- San Bernardino
- San Diego
- San Francisco
- San Joaquin
- San Luis Obispo
- San Mateo
- Santa Barbara
- Santa Clara
- Santa Cruz
- Shasta
- Sierra
- Siskiyou
- Solano
- Sonoma
- Stanislaus
- Sutter
- Tehama

- Trinity
- Tulare
- Tuolumne
- Ventura
- Yolo
- Yuba

School Districts EXPECTED to Serve — use commas to separate district names

Oakland Unified School District

Schools EXPECTED to Serve

Listed below are the schools you **expect** to serve in 2022-23. Update the projected number of eligible students for each school, as needed. For any you do **NOT** expect to serve, clear the eligible students field.

If you expect to serve a school that is **not** listed, use the "Add another school" link just below the list. To correct a school name or county, remove the existing line by clearing the eligible students field and adding the correct information using the "Add another school" link.

School Name	County	2022-23 PROJECTED # of Eligible Students
1. ALLIANCE ACADEMY	Alameda	0
2. Bay Hill	Alameda	0
3. Bay Tech	Alameda	39
4. Bret Harte Middle School	Alameda	118
5. Castlemont High	Alameda	141
6. Claremont Middle School	Alameda	87
7. Coliseum College Prep	Alameda	148
8. Dewey Academy	Alameda	21
9. Edna Brewer Middle School	Alameda	128
10. Elmhurst Community	Alameda	123
11. Emiliano Zapata Street Academy	Alameda	17
12. Fremont HS	Alameda	158
13. Frick Middle School	Alameda	69
14. Greenleaf	Alameda	29
15. Hillcrest	Alameda	8
16. Holden High School	Contra Costa	0
17. La Escuelita	Alameda	18
18. Life Academy High School	Alameda	101
19. Madison Park Upper Campus	Alameda	

		120
20. McClymonds High School	Alameda	72
21. MetWest High School	Alameda	70
22. Montera Middle School	Alameda	115
23. Oakland High School	Alameda	214
24. Oakland International High School	Alameda	12
25. Oakland Technical High School	Alameda	273
26. Oakland Unity High School	Alameda	0
27. Parker	Alameda	20
28. Phillips Academy	Alameda	0
29. Ralph Bunche	Alameda	15
30. Roosevelt Middle	Alameda	114
31. Rudsdale Continuation HS	Alameda	31
32. Skyline High School	Alameda	268
33. Sojourner Truth	Alameda	183
34. United For Success Academy	Alameda	77
35. Urban Promise Academy	Alameda	61
36. West Oakland Middle School	Alameda	41
37. Westlake Middle School	Alameda	71
38. Young Adult Program	Alameda	167

[Add another school](#)

2021-22 Grant Funding Application – Page 2

Oakland USD (088-03)

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This report was approved by CDE on 6/29/2022 and can no longer be edited.

The calculations below are based on data entered into the system. The “actual” numbers will not be considered final until all baseline data has been entered and the Grant Contact has confirmed its completeness.

	2021-22 Funded	Actual through 6/30/2022	Requested INCREASE/DECREASE	Proposed for 2022-23
Number of HS students served	630	751	<input type="radio"/> + <input checked="" type="radio"/> - <input type="text" value="1"/>	629
Number of MS students served	206	211	<input type="radio"/> + <input type="radio"/> - <input type="text" value="0"/>	206
Number of students placed in paid employment positions	94	77		

On-Campus Waiver Request

If applicable, please provide a justification for your project’s on-campus waiver request. Please include the number of students you propose to place on-campus. Be aware that the waiver cannot be for more than 5% of the students you place in employment, and the number of on-campus placements will be considered in your project’s Grant Funding Application.

We are not expecting to need to request a waiver this year.

To save work in progress, use the **Save** button. To save and confirm that the Grant Funding Application is complete, use the **Ready to Submit** button. This will check for completeness and lock the report to all but the Grant Contact, who will review the entire End-of-Year package before submitting it to CDE.

2022-23 INITIAL Budget Plan – Page 1

Oakland USD (088-03)

This budget was accepted on 7/15/2022 and can no longer be edited.

Project Number **088-03**

Project Name **Oakland USD**

WAI Grant Contact David Cammarata, Project Manager/ Director

Email david.cammarata@ousd.org

Phone (510)879-5003

Summer Phone (510)451-4364

Fax (510)451-4364

LEA Category SELPA

Authorized Agent
First / Last / Title

Date of Approval by Agency Board (only if required by your LEA) mm/dd/yyyy

2022-23 INITIAL Budget Plan – Page 2

Oakland USD (088-03)

This budget was accepted on 7/15/2022 and can no longer be edited.

INITIAL BUDGET TOTAL for the 7/1/2022 – 6/30/2023 Grant Reporting Period	\$318,420.00
INITIAL Number of High School Students funded to serve for 2022-23:	630
INITIAL Number of High School Students to place in paid employment positions for 2022-23:	94
INITIAL Number of Middle School Students funded to serve for 2022-23:	206
INITIAL Number of Middle School funds for 2022-23:	71,070.00

OBJECT OF EXPENDITURES			Budget Date:	<input type="text" value="6/24/2022"/>
Line	Account	Classification	Budget Amounts	
1	1000	Certificated Salaries	\$	<input type="text" value="92774.00"/>
2	2000	Classified Salaries	\$	<input type="text" value="112239.00"/>
3	3000	Employee Benefits	\$	<input type="text" value="81092.00"/>
4	4000	Books and Supplies	\$	<input type="text" value="2.00"/>
5	5000	Services and Other Operating Expenses	\$	<input type="text" value="24002.00"/>
6		Total Direct Costs (Subtotal)	\$	310,109.00
7		Indirect Cost		\$ 8,311.00
		<input type="text" value="2.68"/>	Not to exceed 2.680	
8		Total Budget		\$ 318,420.00

Please enter a brief WAI Project description (maximum 150 words):

Oakland USD's Workability 1 project prioritizes instruction in Transition Skills for accessing independent, responsible, and appropriate living in the areas of vocation, independent living, mobility, and continuing education opportunities for eligible students.

2022-23 INITIAL Budget Plan – Page 3

Oakland USD (088-03)

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1	1000	Certificated Salaries	\$92,774.00
line item subtotal			\$92,774.00
		\$46,386.88 (HS) <u>David Cammarata</u> , Director Special Education Related Support Services Supervises program staff members to ensure implementation of the array of services for High School program participants. Responsibilities include facilitating staff meetings to assist teachers/ support providers in understanding the mission of WA1, the student referral process, support classroom teachers/ support providers with the integration of pre-employment materials provided, marketing the WA1 program to parents, students, school site staff, employers, and community agencies. Create annual budget based on program needs and activities, monitor WA1 budget expenditures, and work with financial officers to ensure grant compliance.	0.320 FTE @ \$144,959.00/yr FTE
		\$46,386.88 (MS) <u>David Cammarata</u> , Director Special Education Related Support Services Facilitate collaboration with school site teachers and assigned WA1 Middle School liaison(s) to ensure implementation of WA1 Middle School array of services. Organize and coordinate WA1 activities for Middle School students to identify and explore career interests. Create opportunities for career exploration in the community and with local businesses.	0.320 FTE @ \$144,959.00/yr FTE
2	2000	Classified Salaries	\$112,239.00
line item subtotal			\$112,239.00
		\$23,754.30 (HS) <u>Carmen Beunger</u> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.300 FTE @ \$79,181.00/yr FTE
		\$15,836.20 (HS) <u>Melissa Foster</u> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.200 FTE @ \$79,181.00/yr FTE
		\$15,836.20 (HS) <u>Minyon Garde</u> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops	0.200 FTE @ \$79,181.00/yr FTE

		job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.		
		\$14,261.20 (HS) <u>Erika Mayorquin</u> , Case Manager 0.200 FTE @ \$71,306.00/yr FTE Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.		
		\$13,976.60 (HS) <u>Guadalupe Lamas</u> , Case Manager 0.200 FTE @ \$69,883.00/yr FTE Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.		
		\$7,918.10 (MS) <u>Minyon Garde</u> , Case Manager 0.100 FTE @ \$79,181.00/yr FTE Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.		
		\$7,918.10 (MS) <u>Melissa Foster</u> , Case Manager 0.100 FTE @ \$79,181.00/yr FTE Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.		
		\$6,988.30 (MS) <u>Guadalupe Lamas</u> , Case Manager 0.100 FTE @ \$69,883.00/yr FTE Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.		
		\$5,750.10 (MS) <u>Erika Mayorquin</u> , Case Mannager 0.100 FTE @ \$57,501.00/yr FTE Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.		
3	3000	Employee Benefits		\$81,092.00
		line item subtotal		\$81,092.00
		\$1,475.00 (HS) <u>David Cammarata</u> , Director Special Education Related Support Services Certificated		Salary: \$46,386.88

		\$223.00 (MS) <u>David Cammarata</u> , Director Special Education Related Support Services Certificated	Salary: \$46,386.88
		\$15,866.00 (HS) <u>Carmen Beunger</u> , Case Manager Classified	Salary: \$23,754.30
		\$12,656.00 (HS) <u>Minyon Garde</u> , Case Manager Classified	Salary: \$15,836.20
		\$9,073.00 (HS) <u>Melissa Foster</u> , Case Manager Classified	Salary: \$15,836.20
		\$11,501.00 (HS) <u>Erika Mayorquin</u> , Case Manager Classified	Salary: \$14,261.20
		\$9,121.00 (HS) <u>Guadalupe Lamas</u> , Case Manager Classified	Salary: \$13,976.60
		\$6,328.00 (MS) <u>Minyon Garde</u> , Case Manager Classified	Salary: \$7,918.10
		\$4,537.00 (MS) <u>Melissa Foster</u> , Case Manager Classified	Salary: \$7,918.10
		\$4,561.00 (MS) <u>Guadalupe Lamas</u> , Case Manager Classified	Salary: \$6,988.30
		\$5,751.00 (MS) <u>Erika Mayorquin</u> , Case Mannager Classified	Salary: \$5,750.10
4	4000	Books and Supplies	\$2.00
		line item subtotal	\$2.00
		\$1.00 (HS) Office supplies and consumables to maintain student records, document student activities, and data entry. Reference materials, AC Transit/ BART tickets for students to travel to work-based learning opportunities.	
		\$1.00 (MS) Consumables to maintain student records, document student activities, and data entry.	
5	5000	Services and Other Operating Expenses	\$24,002.00
		line item subtotal	\$24,002.00
		\$1.00 (HS) Mileage for WA1 staff to travel between school sites, community agencies, and job sites. Travel to required business meetings and trainings for WA1 staff. Bus transportation for community outings and industry tours.	
		\$1.00 (MS) Bus transportation for community outings and industry tours. Mileage for staff to travel to various middle school sites, meetings with local community partners, and conduct program activities. Admission fees for community outings/ industry tours.	
		\$24,000.00 (HS) Student Wages: 20 students X 80.00 hours X \$15.00 per hour	
6		Indirect Cost: 2.68% – describe below	\$8,311.00
		2.68%, however our District's rate for 22/23 is 4.22%	
		Total Budget	\$318,420.00

Annual Program Requirement Scores - 2021-22

Oakland USD (088-03)

This report was accepted by CDE on 7/12/2022 and can no longer be edited.

YOUR OVERALL SCORES:

[Scoring Sheet Details](#)

HS School Report (First Evaluation)
MS School Report (First Evaluation)

25 – Integrated/Advanced
19 – Integrated/Advanced

WorkAbility I Vision/Mission Statement

- The vision of the CDE, Special Education Division is that all individuals with disabilities will successfully participate in preparation for the workplace and independent living.
- The mission of WorkAbility I is to promote the involvement of key stakeholders (students, families, WorkAbility staff, educators, youth-serving organizations, workforce development organizations, postsecondary education and training, and business partners) in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning, and quality adult life.
- WorkAbility I culminates in preparing students for successful transition to employment, continuing education, and quality adult life with an emphasis on work-based learning opportunities for all students.
- WorkAbility I achieves this mission primarily by providing work-based learning experiences for all WorkAbility I students.

Section 56471 of the California Education Code states that:

WorkAbility project applications shall include, but are not limited to, the following elements: (1) recruitment, (2) assessment, (3) counseling, (4) pre-employment skills training, (5) vocational training, (6) student wages for try-out employment, (7) placement in unsubsidized employment, (8) other assistance with transition to a quality adult life, and (9) utilization of an interdisciplinary advisory committee to enhance project goals.

Please describe in 350 words or less how each of the above requirements is implemented by your WorkAbility I site.

HIGH SCHOOL GRANT

1. Recruitment

Our Career Transition Services team will implement services through a comprehensive, consistent, and responsive plan:
-Provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We will provide educators with an overview of the array of services offered, curricular framework for direct service provision, respond to questions and/or concerns, and collaborate around services provided to best meet the

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our team utilizes Interest Surveys, Skill Inventories, and Transition Planning Thinking Maps as appropriate for the students being served. Our team also utilize interviews with students, staff,

3. Counseling

All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, et.,) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers, School Psychologists, School-based Counselors, and Administrators service plans

4. Pre-employment skills training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participation, the program being served, and the school site that students attend. Career Transition Services

5. Vocational training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-range of educational and vocational opportunities that are linked to their current courses of study, interests, needs, and dreams. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the

6. Student wages for subsidized employment

Students that are eligible for, and participate in, subsidized employment through the Career Transition Services Department can self-refer, be referred by a parent/ guardian, participate in a teacher developed vocational opportunity, or be referred by the IEP team for additional/ ongoing vocational support. Students are encouraged to actively participate in site-based and District provided programming, as well as

7. Placement in unsubsidized employment

Career Transition Services staff have developed an array of business partners that employ and support OUSD students. Career Transition Services staff coordinate direct hire opportunities through attending, and providing access to students to attend, job fairs, one on one/ small group meetings with managers/ businesses, employer panels, and linkages with other District offices and services that prioritize student

8. Other assistance with transition to a quality adult life

The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources provided by a variety of organizations including Job Corps, Independent Living Center, the

9. Utilization of an interdisciplinary advisory committee to enhance project goals

The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers. These meetings, and the relationships developed therein, promote the necessary and vital community linkages that will support and promote

MIDDLE SCHOOL GRANT

1. Recruitment

Our Career Transition Services plan for Middle School Recruitment mirrors our High School plan to provide comprehensive, consistent, and responsive services to our learners with additional needs. We will provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We will provide educators with an overview of the array of services offered, curricular

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our Assessment plan has been developed to be consistent with our plan for assessing the needs of High School

3. Counseling

In many ways, our Counseling plan follows the plan and services provided to High School students in OUSD. All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, etc.,) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers,

4. Pre-employment skills training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participating, the program being served, and the school site that student attend. Career Transition Services staff support educators as they work to

5. Vocational training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-range of educational and vocational opportunities that are linked to interests, needs, dreams, and opportunities students could access in High School. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the

6. Other assistance with transition to a quality adult life

Middle School supports are reflective of the team-based and responsive approach taken for our High School students. The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources

7. Utilization of an interdisciplinary advisory committee to enhance project goals

Our connections to interdisciplinary advisory committees to enhance the services for High School students also benefit our Middle School programming. The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers.

High School

1. Recruitment

Our Career Transition Services team will implement services through a comprehensive, consistent, and responsive plan:

1. Provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We will provide educators with an overview of the array of services offered, curricular framework for direct service provision, respond to questions and/or concerns, and collaborate around services provided to best meet the needs of eligible students.
2. Provide educators with recruitment packets, contact information of Case Managers, and schedule times to meet with students, learn program needs, and craft/ implement support plans.
3. Meet 1:1, or in small groups, to collaborate around the purpose and implementation of the program. These meetings will identify eligible students, shape services provided, and grow the impact of the program at sites.
4. Provide Professional Development opportunities for educators and support providers to build their skills and strategies in supporting the development of students' Transition Skills.
5. Check-ins across the year with administrators and/or supervisors working with Special Education Programming at school-sites to identify students/ programs that would benefit from Transition Services support through Workability 1 programming. These check-ins will be utilized to ensure that any historically under-supported groups are being supported and to address questions or concerns and celebrate successes of students as they participate in the program.
6. Have consistent work hours and processes for students to pick-up or submit recruitment packets.
7. Provide information on the OUSD website about the program and consistently update it with information around the array of services and program offerings.
8. Work with educators to identify eligible students in need of and/or interested in employment development support and schedule times to meet to shape opportunities and experiences to meet these needs.
9. Communicate directly with parents of students participating in the program and/or possibly interested in participating in the program to share information, service options, and how programming can meet the various Transition needs of the student.
10. Attend District-based outreach events to spread information and share success stories of students participating in the program to drive interest and develop relationships beyond the Special Education department.

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our team utilizes Interest Surveys, Skill Inventories, and Transition Planning Thinking Maps as appropriate for the students being served. Our team also utilizes interviews with students, staff, and families as well as classroom, school-site work opportunity, and community-based work-opportunity observations to assess student need, interest, ability, and interest. Additionally, our team has developed an assessment document which lines up with the Transition Plan in the IEP which every student receiving Workability 1 services will have shared with their Case Managers to best promote Transition Services and share the work being done and information learned through the Workability 1 program.

All OUSD high school students with IEPs will be assessed each year using a variety of tools according to their needs which will include, but not be limited to: RIASEC Inventory, Comprehensive Adult Student Assessment Systems (CASAS), Transition Planner Thinking Map.

In addition the following online assessments will be utilized based on the needs of the students:

Assessment results will be provided to the Special Education Case Manager to assist with transition planning and ITP development. Parents/Guardians may receive a copy of the assessment at the annual IEP meeting.

3. Counseling

All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, et.,) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers, School Psychologists, School-based Counselors, and Administrators service plans are crafted specific to the programs/ classes being supported and students receiving services. The Counseling services provided address various topics discussing vocational wants, needs, and dreams of students as well as providing opportunities to discuss and explore other avenues of on-going development for the student. This counseling is provided relative to career interest, career research, self efficacy, self advocacy or in the development of transition goals. Career Transition Services staff also provide counseling to students by discussing credits needed to graduate with a diploma, course needs, and requirements for potential employment. Counseling provided by Career Transition Services staff also supports students as they engage in State exams, prepare for final exams or alternative assessments, and participate in CAPStone projects. All students receiving services experience pre-vocational counseling from Career Transition Services staff in conjunction with the career assessment review. These counseling sessions emphasize the importance of self advocacy and self determination as well as the necessary social skills (social awareness, responsible decision making, self awareness, self management and relationship skills) needed for students to be active, responsible, and meaningful members of their community. The Career Transition Services team coordinates college tours, DSPS presentations, and other field trips to learn about and experience a variety of career options. The Career Transition Services team meets to identify strategies to support students with academic, social emotional, and/or behavior challenges. The team also collaborates with and provides linkages to additional supports such as the Regional Center of the East Bay or DOR/ TPP as appropriate and necessary for the students receiving services. School sites and parents are provided with DOR and RCEB handouts and brochures to identify contact information, the referral process and links to the online applications. In addition Career Transition Services staff share this information at Transition IEPs or other communication with families.

4. Pre-Employment Skills Training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participation, the program being served, and the school site that students attend. Career Transition Services staff support educators as they work to embed pre-vocational and vocational training their curriculum and provide instruction in workshop-based models across sites and throughout the school year. Career Transition Services staff coordinate and collaborate with Special Education Case Managers, school-site counselors, Career Center/ Linked Learning staff, and other educational professionals to include and integrate pre-employment skills training into lessons provided by the educator/ support provider as well as through Career Transition Services provided workshops and lessons. The Career Transition Services team works individually, in small-groups, with full classes, and collaborates with educators to ensure that all students are provided access to pre-vocational skills trainings that includes, but is not limited to: self-advocacy/ determination, obtaining necessary paperwork/ documentation, money management, social skills, workplace readiness/ preparedness, workplace behavior/ expectations, and the development of continuing education options and opportunities. Additionally, Career Transition Services staff provide instruction, support, counseling, and training in the development of resumes, cover letters, completing applications, mock interviews, and job shadowing opportunities. Career Transition Services staff use a variety of instructional supports and curricular materials to complement, modify, and adjust the services offered and instruction/ support provided to the needs of the student, program, and school site. Career Transition Services team also provide a summer Employment Boot Camp where students are provided

directed instruction and opportunities in pre vocational and vocational skills (employment searches, application completions/ submission, interview skills review, and workplace behavior/ expectations, etc.) in addition to job shadowing/ exploration opportunities and activities. Across the year, parents/ families are made aware of student successes through direct communication (when appropriate), the sharing of pre-vocational/ vocational portfolios, attendance at IEP meetings or in conversations around the development of the IEP, and collaboration with the Special Education Case Manager in regular communications with the parent/ family.

5. Vocational Training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-range of educational and vocational opportunities that are linked to their current courses of study, interests, needs, and dreams. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the development of the student's vocational skills. Career Transition Services staff collaborate with the Department of Linked Learning to provide access to rigorous core content, which integrates vocational skills development through items like coursework/ projects, to prepare students for college or career as well as assisting students in developing professional skills that will lead to Competitive Integrated Employment. Our programs provides a variety of real-life experiences including mentoring, job shadowing, internships, and exposure to possible career paths. Some of the Pathways are: Computer Science, Visual and Performing Arts, Fashion Design/ Art, Engineering, Education/ Child Development, Health Services, and Green Energy. The Career Transition Services team collaborates and partners with Pathway teachers and staff, and other educators to provide support, offer workshops, co-plan career fairs, field trips, training programs, and integrate workshop strategies into ongoing lessons. The Career Transition Services Team works in partnership with general/ special education programming to assist students as they work to obtain summer internships, related work experiences, on the job training/ practice, and/or vocational experience that can be used to build the skills necessary to successfully participate in Competitive Integrated Employment. Career Transition Services staff work in collaboration with our community college partners to promote concurrent enrollment into introductory trade and career exploration courses. These connections with Linked Learning staff and programming, community college partners, and school-site educators the Career Transition Services team provides access to a opportunities for students to develop their vocational skills and experience vocational skills training that meets their interests, builds upon their skills, and is linked to current courses of study leading to successful completion of high school programming. Our programs also work to provide regular opportunities for self-reflection and feedback from various stakeholders in how students are growing their skills.

6. Student Wages for Subsidized Employment

Students that are eligible for, and participate in, subsidized employment through the Career Transition Services Department can self-refer, be referred by a parent/ guardian, participate in a teacher developed vocational opportunity, or be referred by the IEP team for additional/ ongoing vocational support. Students are encouraged to actively participate in site-based and District provided programming, as well as workshops/ integrated classroom experiences, that lead to the growth of the appropriate and necessary vocational skills for successful participation in work-based learning opportunities. Subsidized employment is determined yearly as determined by state funds. The number of hours each student is paid is determined by the Workability Program Director in accordance with state funding and will not exceed more than 80 hours per school year. Workability funds will not be used for additional or extended holidays or overtime. Students receiving subsidized employment must be in attendance at the school site more than 50% and must adhere to OUSD discipline guidelines. Following Grant guidelines and District policies, in order to receive consideration for paid work, the student must: participate in Pre-Vocational/ Vocational Skills Workshops, be eligible for a work permit (which includes completed statement of intent to employ a minor, signed permit to employ, 2.0 GPA, adequate daily attendance), demonstrate the ability to work independently or with reasonable supports/ assistance, demonstrate reasonable interpersonal/ self-advocacy skills, demonstrate the ability to apply and interview with the prospective employer. After the employer has made their hiring selection(s), they will be presented with an employment folder. The employment folder will include but not be limited to: Training Agreement, Emergency Contact

Information, as well as an outline of the process for Progress Review. Prior to their start date, students are counseled about employer expectations, work environment and safety procedures, as well as their responsibility in maintaining academic performance and meeting school obligations. Students will be monitored through continued contact with the location of employment, Special Education Case Managers, and or managing supervisor. Case Managers will review Employment Progress Reviews in one on one meetings. This information will be shared in the Transition Summary during the IEP meeting.

7. Placement in unsubsidized employment

Career Transition Services staff have developed an array of business partners that employ and support OUSD students. Career Transition Services staff coordinate direct hire opportunities through attending, and providing access to students to attend, job fairs, one on one/ small group meetings with managers/ businesses, employer panels, and linkages with other District offices and services that prioritize student employment opportunities. Career Transition Services staff provide instructional opportunities in pre-vocational and vocational skills necessary to obtain and successfully continue in direct-hire experiences such as completing applications, updating/ creating resumes, interview skills, and job appropriate behaviors and activities. Career Transition Services staff coordinate employment services with the goals set forth by the student's IEP and Individual Transition Plan. When a job becomes available, and/or a student identifies that they are interested in obtaining a position in unsubsidized employment, the Career Transition Services Case Manager supports students as they develop job-specific resumes, practice interview skills, complete the application, and review the necessary/ appropriate behaviors for continuing successful employment. As the process continues, the employer determines the appropriate job placement and Career Transition Services staff works to coordinate supports as appropriate for the student which can be at the job site, through ongoing counseling at school, in program-provided Workshops, and/or consistent collaboration and communication with the hiring manager, school site support staff members, and parents/ families. The Case Manager provides support related to training, placement, mobility, and retention. A key component of the Career Transition Services Case Manager's responsibilities include ongoing communication with parents/guardians, employers, and school staff to share job training, performance and progress information. Students in direct hire positions are monitored and evaluated on a regular basis in order to ensure they are meeting the employers expectations and building skills for the future. Career Transition Services staff maintain a directory of partner community organizations and business in addition to organizations or business that are currently hiring direct placements. Hiring and job information is shared with students, Special Education Case Managers, and other staff at school sites using a variety of means.

8. Other Assistance with Transition to a Quality Adult Life

The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources provided by a variety of organizations including Job Corps, Independent Living Center, the Department of Rehabilitation/ Transition Partnership Program, Regional Center of the East Bay, the Peralta Community College District, and other District teams/ departments which focus on the development of, and access to, vocational opportunities and experiences for students. These meetings and interactions center around the development of our team's knowledge of, and ability to, support students with current research, techniques, strategies, best practices, and services for students. Career Transition Services staff take this information and regularly share it with school-based support staff, Special Education Case Managers, parents/ families, students, and other stakeholders to ensure that the appropriate, and necessary, services are being accessed by each student participating in Workability 1 programming. This information is, and can be, shared at IEP meetings, in informal conversations, at District meetings, the OUSD Transition Fair, monthly CAC meetings, and general/ special education department meetings at school sites. Career Transition Services Staff have been provided training and regularly review the processes for crafting firm linkages between our various community partners and service agencies, like DOR/TPP and RCEB, to better facilitate ongoing support from community services and agencies. Career Transition Services staff provide parents with answers to transition questions, handouts and brochures from DOR and RCEB and links to websites used in workshops or that align with transition best practices.

Career Transition Services staff takes advantage and coordinates College Night, College and Career Informational Meetings and other meetings with local service providers so that students can sign up for community college supports and employment assistance prior to graduation.

9. Utilization of an interdisciplinary advisory committee to enhance project goals

The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers. These meetings, and the relationships developed therein, promote the necessary and vital community linkages that will support and promote program goals for all participating students, address youth concerns/ needs, and strengthen relationships, collaboration, and communication with community partners and outside agencies. The Career Transition Services Team also participates in regular meetings with the Linked Learning Department, Pathway teams, and Special Education Department (Central Office and site specific) to obtain and incorporate feedback on the outcomes of program offerings to better respond to the needs of students, programs, and school sites. Each of these connections to advisory committees/ LPAs is undertaken with the express purpose to establish relationships with the various stakeholders interested in developing the opportunities for students with additional support needs to gain the skills necessary for, and access to, Competitive Integrated Employment. The information and feedback obtained from these meetings, partnerships, and ongoing conversations is shared in monthly Career Transition Services staff meetings to identify how best our team can respond to the challenges presented, address previously unsupported needs, and celebrate the successes experienced by our students, our programs, and our schools.

Middle School

1. Recruitment

Our Career Transition Services plan for Middle School Recruitment mirrors our High School plan to provide comprehensive, consistent, and responsive services to our learners with additional needs. We will provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We will provide educators with an overview of the array of services offered, curricular framework for direct service provision, respond to questions and/or concerns, and collaborate around services provided to meet the needs of eligible students. We will provide educators with recruitment packets, contact information of Case Managers, and schedule times to meet with students, learn program needs, and provide instruction classrooms and workshops. Meet 1:1, or in small groups, to collaborate around the purpose and implementation of the program. These meetings will identify eligible students, shape services provided, and grow the impact of the program at sites. Provide Professional Development opportunities for educators and support providers to build their skills and strategies in supporting the development of students' Transition Skills. Check-ins across the year with administrators and/or supervisors working with Special Education Programming at school-sites to identify students/ programs that would benefit from Transition Services support through Workability 1 programming. These will be utilized to ensure that any historically under-supported groups are being supported and to address questions or concerns. Have consistent work hours and processes for students to pick-up or submit recruitment packets. Provide information on the OUSD website about the program and consistently update it with information around the array of services and program offerings. Work with educators to identify eligible students in need of vocational skills development support and schedule times to provide instruction to meet those needs. Communicate with parents of students participating in the program and/or possibly interested in participating in the program to share information, service options, and how programming can meet the various Transition needs of the student. Attend District-based outreach events to spread information and share success stories of students participating in the program.

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our Assessment plan has been developed to be consistent with our plan for assessing the needs of High School students interested in, or already participating in, Workability 1 services. Our team utilizes Interest Surveys, Skill Inventories, and Transition Planning Thinking Maps as appropriate for the students being served. Our team also utilizes interviews with students, staff, and families as well as classroom, and community-based observations to assess student need, interest, ability, and interest. Additionally, our team has developed an assessment document which lines up with the Transition Plan in the IEP which every student receiving Workability 1 services will have shared with their Case Managers to best promote Transition Services and share the work being done and information learned through the Workability 1 program. This data can also be shared with parents at annual IEP and transition meetings. Assessment results are used for researching careers and colleges, inviting guest speakers, planning future workshop presentations, activities, and field trips.

All OUSD middle school students with IEPs will be assessed each year using a variety of tools according to their needs which will include, but not be limited to: RIASEC Inventory, Comprehensive Adult Student Assessment Systems (CASAS), Transition Planner Thinking Map.

In addition the following online assessments will be utilized based on the needs of the students:
123Test-Career Aptitude Test (With Pictures), Career Cruising, California Career Zone, 16 Personalities

Assessment results will be provided to the Special Education Case Manager to assist with transition planning and ITP development. Parents/Guardians may receive a copy of the assessment at the annual IEP meeting.

3. Counseling

In many ways, our Counseling plan follows the plan and services provided to High School students in OUSD. All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, et.,) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers, School Psychologists, School-based Counselors, and Administrators service plans are crafted specific to the programs/ classes being supported and students receiving services. The Counseling services provided address various topics discussing vocational wants, needs, and dreams of students as well as providing opportunities to discuss and explore other avenues of on-going development for the student. This counseling is provided relative to career interest, career research, self efficacy, self advocacy or in the development of transition goals. Career Transition Services staff also provide counseling to students by discussing the transition to high school experiences and requirements for potential employment. All students receiving services experience pre-vocational counseling from Career Transition Services staff in conjunction with the career assessment review. These counseling sessions emphasize the importance of self advocacy and self determination as well as the necessary social skills (social awareness, responsible decision making, self awareness, self management and relationship skills) needed for students to be active, responsible, and meaningful members of their community. The Career Transition Services team coordinates college tours, DSPS presentations, and other field trips to learn about and experience a variety of career options. The Career Transition Services team meets to identify strategies to support students with academic, social emotional, and/or behavior challenges. The team also collaborates with and provides linkages to additional supports such as the Regional Center of the East Bay or DOR/ TPP as appropriate and necessary for the students receiving services. School sites and parents are provided with DOR and RCEB handouts and brochures to identify contact information, the referral process and links to the online applications. In addition Career Transition Services staff share this information at Transition IEPs or other communication with families.

4. Pre-Employment Skills Training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participating, the program being served, and the school site that students attend. Career Transition Services staff support educators as they work to embed pre-vocational and vocational training into their curriculum and provide instruction in workshop-based models across sites and throughout the school year. Career Transition Services staff coordinate and collaborate with Special Education Case Managers, school-site counselors, Career Center/ Linked Learning staff, and other educational professionals to include and integrate pre-employment skills training into lessons provided by the educator/ support provider as well as through Career Transition Services provided workshops and lessons. The Career Transition Services team works individually, in small-groups, with full classes, and collaborates with educators to ensure that all students are provided access to pre-vocational skills trainings that includes, but is not limited to: self-advocacy/ determination, obtaining necessary paperwork/ documentation, money management, social skills, workplace readiness/ preparedness, workplace behavior/ expectations, and the development of continuing education options and opportunities. For Middle School students, our team focuses on the development of pre-vocational skills necessary for employment, but also provides resources and access to vocational training opportunities where appropriate. Career Transition Services staff will provide instruction, support, counseling, and training in the development of resumes, cover letters, completing applications, mock interviews, and job shadowing opportunities. Career Transition Services staff use a variety of instructional supports and curricular materials to complement, modify, and adjust the services offered and instruction/ support provided to the needs of the student, program, and school site. Across the year, parents/ families are made aware of student successes through direct communication (when appropriate), the sharing of pre-vocational/ vocational portfolios, attendance at IEP meetings or in conversations around the development of the IEP, and collaboration with the Special Education Case Manager in regular communications with the parent/ family.

5. Vocational Training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-range of educational and vocational opportunities that are linked to interests, needs, dreams, and opportunities students could access in High School. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the development of the student's vocational and pre-vocational skills. Career Transition Services staff collaborate with the Department of Linked Learning to provide access to rigorous core content, which integrates vocational skills development through items like coursework/ projects, to prepare students for college or career as well as assisting students in developing professional skills that will lead to Competitive Integrated Employment. Our programs provide a variety of workshops, learning opportunities, and activities that can include mentoring, job shadowing, internships, and exposure to possible career paths. The Career Transition Services team collaborates and partners with Middle School teachers and staff to offer workshops, co-plan career fairs, field trips, training programs, and integrate pre-vocational and vocational strategies/ topics into ongoing lessons/ instruction. The Career Transition Services Team works in partnership with general/ special education programming to assist students as they work to obtain appropriate work experiences and/or vocational experience that can be used to build the skills necessary to successfully participate in Competitive Integrated Employment. Career Transition Services staff work in collaboration with our High School teachers to promote an understanding of the skills needed and expectations for students to successfully participate in High School programming. Our programs also work to provide regular opportunities for self-reflection and feedback from various stakeholders in how students are growing their skills through these experiences. Students are encouraged to participate in self-assessments and are supported to actively participate in their IEP meetings.

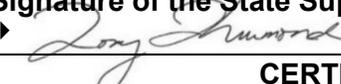
6. Other Assistance with transition to a quality adult life

Middle School supports are reflective of the team-based and responsive approach taken for our High School students. The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources provided by a variety of organizations including Job Corps, Independent Living Center, the Department of Rehabilitation/ Transition Partnership Program, Regional Center of the East Bay, the Peralta Community College District, and other District teams/ departments which focus on the development of vocational opportunities for students. These meetings center around the development of our team's knowledge of, and ability to, support students with current research, techniques, strategies, best practices, and services for students. Career Transition Services staff take this information and regularly share it with school-based support staff, Special Education Case Managers, parents/ families, students, and other stakeholders to ensure that the appropriate, and necessary, services are being accessed by each student participating in the program. Career Transition Services Staff have been provided training and regularly review the processes for crafting firm linkages between our various community partners and service agencies to better facilitate initiating and ongoing support from community services. In preparation for the ITP, Workability and Site Case Managers engage in discussions with students about vocational goals, importance of classwork, and possible options for support in high school. Staff may attend IEPs to provide information to the IEP team regarding pre-employment skills, career interests, vocational options, and available community services.

7. Utilization of an interdisciplinary advisory committee to enhance project goals

Our connections to interdisciplinary advisory committees to enhance the services for High School students also benefit our Middle School programming. The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers. These meetings, and the relationships developed therein, promote the necessary and vital community linkages that will support and promote program goals for all participating students, address youth concerns/ needs, and strengthen relationships, collaboration, and communication with community partners and outside agencies. The Career Transition Services Team also participates in regular meetings with the Linked Learning Department, Pathway teams, and Special Education Department (Central Office and site specific) to obtain and incorporate feedback on the outcomes of program offerings to better respond to the needs of students, programs, and school sites. Each of these connections to advisory committees/ LPAs is undertaken with the express purpose to establish relationships with the various stakeholders interested in developing the opportunities for students with additional support needs to gain the skills necessary for, and access to, Competitive Integrated Employment. The information and feedback obtained from these meetings, partnerships, and ongoing conversations is shared in monthly Career Transition Services staff meetings to identify how best our team can respond to the challenges presented, address previously unsupported needs, and celebrate the successes experienced by our students, our programs, and our schools. Career Transition Services staff meet with district/community partners to share programming information and best practices related to student transition, and identify site-based services that students are engaged in and/or are eligible to receive. This information is used to refine services provided to middle school program participants, make referrals, collaborate with school site staff and inform parents of available school site/community resources and partnerships. In connection with the Career Transition Services Department, the OUSD Special Education Department created a directory that provides information to parents about community based programs. Middle School students can be referred to any of these agencies based on identified needs at their IEP meetings.

Grant Award Notification

GRANTEE NAME AND ADDRESS Oakland Unified School District 1000 Broadway, Suite 300 Oakland, CA 94607-4099				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				21	23011	61259	A1
Attention Kyla Johnson-Trammell, Superintendent				STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY	
Program Office WorkAbility I, Project Number 088-03				Resource Code	Revenue Object Code	01	
Telephone 510-879-2551				6520	8590	INDEX	
Name of Grant Program 2021-22 WorkAbility I Program						0663	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$318,420		\$318,420		7/01/2021	06/30/2022	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
<p>I am pleased to inform you that you have been funded for the WorkAbility I Program.</p> <p>This award is made contingent upon the availability of funds. If the Legislature acts to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">California Department of Education Attention: Alexa Slater, Associate Governmental Program Analyst 1430 N Street, Room 2401 Sacramento, CA 95814-5901</p>							
California Department of Education Contact Nicolas Wavrin				Job Title Education Programs Consultant			
Email Address NWavrin@cde.ca.gov					Telephone 916-327-3932		
Signature of the State Superintendent of Public Instruction or Designee 					Date November 15, 2021		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>							
Printed Name of Authorized Agent				Title			
Email Address					Telephone		
Signature 					Date		

Grant Award Notification (Continued)

Conditions of the Grant Award:

1. General Assurances are hereby incorporated by reference. The California Department of Education (CDE) has agreed to accept the assurances your agency currently provides in the Consolidated Application. The CDE will verify if your agency has submitted required certifications and assurances on the CDE Request for Applications web page at <https://www.cde.ca.gov/fq/aa/co/ca21rfa.asp> prior to initial grant award payment.
2. **Note to Nonpublic Schools (NPS):** The CDE has agreed to accept the signed Drug-Free Workplace Certification your agency currently provides with the end-of-year renewal application. The CDE will verify that your agency has submitted the required certification prior to initial grant award payment.
3. This WorkAbility I (WAI) grant shall be administered in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA), and in compliance with laws and regulations from the CDE, the Employment Development Department (EDD), and the state and federal Departments of Labor.
4. The grantee must sign and complete the Certification of Acceptance of Grant Requirements section of the Grant Award Notification (AO-400), which certifies the grantee accepts and agrees to the conditions of the grant. The grantee must return the signed AO-400 to the CDE. Upon receipt, an initial payment will be issued to your County Treasurer or agency. All approved project funds must be expended within the designated award period.
5. Grant funds must be used to implement the WAI Program as indicated in the project plan and consistent with California *Education Code* 56471 Section (e), "Workability project applications shall include, but are not limited to, the following elements: (1) recruitment, (2) assessment, (3) counseling, (4) preemployment skills training, (5) vocational training, (6) student wages for try-out employment, (7) placement in unsubsidized employment, (8) other assistance with transition to a quality adult life, and (9) utilization of an interdisciplinary advisory committee to enhance project goals."
6. The following program evaluation and renewal information will be compiled and submitted by the WAI grantee to the CDE: (a) student data; (b) program funds [staffing and program cost]; (c) End-of-Year Report, (d) Renewal Application, and (e) Education Code Requirement Report.
7. Grantees must serve all students for which funding was received.
8. Grantees must place into employment at least 15 percent of the students for whom funding was received.
9. Grantees must achieve a score of "Basic/Developing" on the Education Code Report: a numerical score of no less than nine for high schools and no less than seven for middle schools.
10. Grantees must have representation by their WAI Program staff at two regional meetings and one required state meeting per year.
11. If a grantee receives advisory and standing committee funds, then attendance by advisory and committee members is required at up to four committee meetings per year.
12. The grantee must maintain expenditure reports with supporting evidence and be prepared to submit them to the CDE upon request. The CDE has the authority to conduct program and fiscal reviews or audits.

13. The grantee must submit to the CDE an **Interim Expenditure Report** no later than **February 27, 2022**, for reporting actual expenditures from **July 1, 2021, through December 31, 2021**. If reported interim expenditures are less than the initial payment, then the scheduled interim payment will be reduced proportionately.
14. The grantee must submit to the CDE a **Final Expenditure Report** no later than **August 10, 2022**. Upon receipt of the Final Expenditure Report, up to 100 percent of the grant total will be reimbursed. Failure to submit the Final Expenditure Report, prior to next year's state grant award issuance, will affect the timely release of next year's payment and will result in conditions imposed on the grant.
15. Funds will be used for excess cost of normal expenditures when applied to staff, materials, and services that are not typically provided to students receiving special education services and that are necessary for the participation in this program.
16. The WAI grantee will provide information to WAI students with intellectual and developmental disabilities (ID/DD) ages sixteen and above regarding Employment First, opportunities for employment, and supports to achieve Competitive Integrated Employment.
17. Students receiving special education services will be provided equal access to vocational education/technical/career programs and initiatives.
18. Every employed WAI student under the age of eighteen shall have an approved work permit on file at the employment site, and a copy shall be filed with the WAI grantee.
19. Work-based learning opportunities must be provided in compliance with the Work Experience Education, Regional Occupational Center and Programs.
20. The WAI program does not discriminate on the basis of race, color, national or ethnic origin, gender, or disability in the administration of its program and complies with all laws and regulations of the Americans with Disabilities Act and other appropriate legislation.
21. The WAI grantee shall be a California public school district, NPS, county office of education, and the state special schools for the deaf and blind.
22. The WAI grantee shall have support of the local governing board.
23. The WAI grantee shall collaborate and leverage resources to provide a full array of student services with minimum administrative cost.
24. The WAI grantee shall be accountable as defined by student, program, and fiscal outcomes.
25. The WAI grantee shall actively participate in community of practice efforts, involving key stakeholders.
26. Students who participate in the WAI work experience program will be paid at least minimum wage. There is an exception for learners who may be paid not less than 85 percent of the minimum wage rounded to the nearest nickel during their first 160 hours of employment in occupations in which they have no previous similar or related experience.
27. Minimum wage will not exceed the prevailing minimum wage of the city in which the student is employed.
28. All WAI students will be placed into employment settings that are in the least restrictive environment and that facilitate movement towards postschool integrated employment.

29. The WAI grantee will enter into a Local Partnership Agreement (LPA) with core partners (local educational agencies, Department of Rehabilitation districts, and regional centers) and be prepared to submit to the CDE documentation of the LPA upon request.
30. All WAI programs and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
31. Under authority of the CDE, if the grantee is identified as noncompliant in any of the aforementioned areas, conditions will be imposed on the grant. The State Superintendent of Public Instruction may authorize the CDE to withhold partial or total funding. Those grantees with violations will receive notification of conditions on their grant and will be instructed to develop a plan of action to remedy the noncompliance. No payments will be released to agencies with conditions on their grant until the CDE receives written notification from the agency agreeing to the conditions of the grant.

If you have any fiscal questions regarding this grant, please contact Alexa Slater, Associate Governmental Program Analyst, Special Education Division, by phone at 916-322-0581 or by email at WorkAbility1@cde.ca.gov.

cc: Business Fiscal Officer: Expenditure Report

Approved as to form on September 12, 2022 by Joshua R. Daniels

